DOCUMENT RESUME

ED 217 932 JC 820 302

AUTHOR Thompson, Tom L.; Lucas, John A.
TITLE Follow-Up Study of Former Hearing Impaired Students at Harper College, 1977-1980. Volume XI, No. 17.
INSTITUTION William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE 30 Sep 81
NOTE 36p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Transfer Students; Community Colleges; Education Work Relationship; Employment Patterns; Followup Studies; *Hearing Impairments; *Participant Satisfaction; *Program Evaluation; Questionnaires; Two Year Colleges; *Two Year College Students; Vocational Followup

ABSTRACT

In March 1981, a follow-up study of hearing-impaired former students was conducted at William Rainey Harper College (WRHC) to gather employment and educational information and to evaluate the educational experience of these students at WRHC. The target population consisted of 117 hearing-impaired students who completed their education at WRHC between 1977 and 1980. Study findings, based on a 61% response rate, included the following: (1) 64% of the former students were employed full time, 13% were enrolled full time at another college, and 18.5% were unemployed; (2) about 37% of the respondents had continued their education at some time after leaving WRHC; (3) some 60% of those working were in skilled, paraprofessional, or professional jobs; (4) over 39% of the former students were in jobs or educational programs related to their major field at WRHC; (5) respondents felt that the college was more successful in helping students to communicate better and get along with people than in teaching specific job skills or knowledge; (6) respondents stated their goals at WRHC were to communicate, gain social confidence, improve their skills, and become better students; and (7) the majority of baccalaureate-oriented students rated WRHC highly in helping them prepare for transfer. The survey report provides detailed data tables and includes students' comments. The survey instrument is appended. (Author/HB)

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ED217932

Volume XI, No. 17
September 30, 1981

WILLIAM RAINEY HARPER COLLEGE

FOLLOW-UP STUDY OF FORMER HEARING IMPAIRED STUDENTS AT HARPER COLLEGE 1977-1980

Tom L. Thompson
Coordinator of Disabled Student Services

John A. Lucas
Director
OFFICE OF PLANNING AND RESEARCH

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JC 820 302

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, IL 60067

Operational Research Staff

Sherry Langford, Secretarial
Linda Pones, Mailing, Tallying and Telephone Surveying
Alice Keenan, Mailing and Tallying

ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO FOLLOW UP FORMER HEARING IMPAIRED STUDENTS AT HARPER COLLEGE. RESULTS OF THE STUDY ARE TO BE USED AS A PARTIAL EVALUATION OF THE EDUCATIONAL EXPERIENCE FOR HEARING IMPAIRED STUDENTS AT HARPER COLLEGE. THE TARGET POPULATION CONSISTED OF 117 HEARING IMPAIRED STUDENTS WHO COMPLETED THEIR EDUCATION AT HARPER BETWEEN 1977-1980.

DESIGN WORK ON THE SURVEY FORM WAS BEGUN IN JUNE OF 1980 AND COMPLETED IN FEBRUARY OF 1981. THE FORM WAS DESIGNED BY THE TWO AUTHORS AND ASKED BASIC QUESTIONS ABOUT EMPLOYMENT AND EDUCATIONAL ENROLLMENT SINCE LEAVING HARPER. IN ADDITION, THE SURVEY FORM ASKED THE FORMER STUDENTS TO EVALUATE THE BENEFIT OF THEIR EDUCATIONAL EXPERIENCES AND SUPPORT SERVICES AVAILABLE TO THEM WHILE AT HARPER.

THE SURVEY WAS MAILED IN MARCH OF 1981 TO EACH STUDENT AND AFTER THREE WEEKS A SECOND MAILING WAS MADE TO THE NON-RESPONDENTS. AFTER ANOTHER THREE WEEKS THE NON-RESPONDENTS WERE CALLED ON THE TELEPHONE. AFTER THIS FOLLOW-UP PROCESS A RESPONSE RATE OF 61 PERCENT WAS ATTAINED PROVIDING 71 COMPLETED SURVEY FORMS.

RESULTS OF THE SURVEY INDICATED THAT 64 PERCENT WERE EMPLOYED FULL TIME, 13 PERCENT WERE ENROLLED IN ANOTHER COLLEGE FULL TIME AND 18½ PERCENT WERE UNEMPLOYED. ABOUT 37 PERCENT OF THESE FORMER STUDENTS HAD CONTINUED THEIR EDUCATION AT SOME TIME AFTER LEAVING HARPER.

IN LOOKING AT THE EMPLOYMENT OPPORTUNITIES OF THESE FORMER HEARING IMPAIRED STUDENTS, ONE FINDS THAT CLOSE TO 60 PERCENT OF THOSE WORKING ARE IN SKILLED, PARAPROFESSIONAL OR PROFESSIONAL JOBS. OVER 75 PERCENT WORK IN THE CHICAGO SUBURBS. THERE DOES SEEM TO BE A TREND FOR THE MORE RECENT STUDENTS TO BE WORKING CLOSE TO THE HARPER DISTRICT. OVER 39 PERCENT OF THESE FORMER STUDENTS ARE EMPLOYED IN POSITIONS OR ENROLLED IN EDUCATIONAL PROGRAMS WHICH ARE RELATED TO THEIR MAJOR FIELD AT HARPER.

IN EVALUATING THEIR EDUCATIONAL EXPERIENCES THESE HEARING IMPAIRED STUDENTS POINTED OUT THAT THEIR MOST IMPORTANT GOALS AT HARPER WERE COMMUNICATING AND GETTING ALONG WITH OTHER PEOPLE, GAINING SOCIAL CONFIDENCE, BECOMING BETTER STUDENTS AND IMPROVING THEIR READING SKILLS. THEY PLACED LOWER IMPORTANCE ON HARPER PREPARING THEM FOR A JOB OR PREPARING THEM TO TRANSFER TO ANOTHER INSTITUTION. IN GENERAL STUDENTS REPORTED RECEIVING MORE HELP FROM HARPER IN THE AREA THEY IDENTIFIED AS MOST IMPORTANT. THERE WAS ONE EXCEPTION. THE MINORITY OF STUDENTS WHO WERE BACCALAUREATE ORIENTED RATED HARPER VERY HIGH IN HELPING THEM PREPARE FOR TRANSFER.

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Purpose

The purpose of this study was to follow up former hearing impaired students at Harper College through a mail survey. Results of the study are to be used as a partial evaluation of the educational experience for hearing impaired students at Harper College.

Population Surveyed

The target population consisted of 117 hearing impaired students who completed their education at Harper College between 1977-1980. The sub-categories of this population and the detailed response rate to this mail survey are shown in the table on the following page. The overall 61 percent response rate attained assures that the respondents are at least somewhat representative of all former Harper hearing impaired students.

Method

The survey instrument shown in the appendix was designed jointly by the Office of Planning and Institutional Research and the Department of Disabled Student Services. Design work was begun in June of 1980 and completed February of 1981. The questionnaire asked basic questions about employment and educational achievement since leaving Harper, and asked former students to evaluate their educational experiences and support services available to them while at Harper.

The survey was mailed in March of 1981 to each student and after three weeks a second mailing was made to the non-respondents. After another three weeks the non-respondents were called on the telephone.

Hearing Impaired Student Survey Response Rates

	Group I		Group II		Group III		Total	
	N	PCT	N	PCT	N	PCT	N	PCT
Mail responses	4	12.5	11	24.4	10	25.0	25	21.4
Telephone responses	10	31.3	18	40.0	18	45.0	46	39.3
Subtotal responses	14	43.8	29	64.4	28	70.0	71	60.7
Non-forwardable	12	37.5	10	22.2	2	5.0	24	20.5
Unable to reach	2	6.2	3	6.7	3	7.5	8	6.8
Refused to answer	0	0	0	0	1	2.5	1	.9
Have not reached yet	3	9.4	3	6.7	6	15.0	12	10.3
Deceased	1	3.1	0	0	0	0	1	.8
Subtotal non-responses	18	56.2	16	35.6	12	30.0	46	39.3
Total	32	100.0	45	100.0	40	100.0	117	100.0

Group I — Last attended Harper summer 1977, fall 1977 or spring 1978

Group II — Last attended Harper summer 1978, fall 1978 or spring 1979

Group III — Last attended Harper summer 1979, fall 1979 or spring 1980

Discussion of Results

The survey was mailed in March of 1981 to each student and after three weeks a second mailing was made to the non-respondents. After another three weeks the non-respondents were called on the telephone. After this follow-up process a response rate of 61 percent was attained providing 71 completed survey forms.

Results of the survey indicated that 64 percent were employed full time, 13 percent were enrolled in another college full time and 18½ percent were unemployed. About 37 percent of these former students had continued their education at some time after leaving Harper.

In looking at the employment opportunities of these former hearing impaired students, one finds that close to 60 percent of those working are in skilled, paraprofessional or professional jobs. Over 75 percent work in the Chicago suburbs. There does seem to be a trend for the more recent students to be working close to the Harper district. Over 39 percent of these former students are employed in positions or enrolled in educational programs which are related to their major field at Harper. This statistic varies depending on the type of program the student was enrolled in while at Harper. For example, 75 percent of those in Business or Engineering transfer programs have remained in related fields, while over 44 percent of those in career programs have made their way to a related field presently. On the other hand,less than 28 percent of the Liberal Arts or General Studies majors have remained in a related field. These differences among types of student majors are found among all student groups.

In evaluating their educational experiences these hearing impaired students pointed out that their most important goals at Harper were communicating and getting along with other people, gaining social confidence, becoming better students and improving their reading skills. They placed lower importance on Harper's preparing them for a job or preparing them to transfer to another institution. This conclusion is reinforced by the fact that only 39 percent remain in a field somewhat related to their major at Harper. In general, students reported receiving more help from Harper in the area identified as most important. There was one exception. The minority of students who were baccalaureate oriented rated Harper very high in helping them prepare for transfer. One of the things that makes Harper's Hearing Impaired Program unique is that only about half are Division of Rehabilitation Services (DORS) clients. In this survey only 41 percent of the respondents were DORS clients. Previous studies of students in the program have shown that about 50 percent were DORS clients. For the fall semester of 1981, the percentage of students who were DORS clients was between 50 to 60 percent.

Finally, when students were asked to offer comments about the services they received at Harper, most comments were either positive or neutral. The most negative comments centered around the interpreting service. Most of the concern here focused on the lack of relationship between the interpreters and the hearing impaired students. Some students misunderstand the nature of this relationship and are disappointed when an interpreter cannot meet all their needs or fulfill their wishes.

DETAILED RESULTS

HEARING IMPAIRED STUDENT FOLLOW-UP SURVEY

Present Situation	Group I N	Group I PCT	Group II N	Group II PCT	Group III N	Group III PCT	Total N	Total PCT
Work full time not in college	8	57.2	18	64.3	18	64.3	44	62.9
Work full time in college p.t.	0	0	1	3.6	0	0	1	1.4
In college full time not working	2	14.3	2	7.1	3	10.7	7	10.0
In college full time working p.t.	0	0	2	7.2	0	0	2	2.9
In college part time working p.t.	0	0	1	3.6	0	0	1	1.4
In college part time not working	0	0	0	0	1	3.6	1	1.4
Working part time not in college	1	7.1	0	0	0	0	1	1.4
Not working or in college, but looking for a job	2	14.3	2	7.1	3	10.7	7	10.0
Worked after leaving Harper, but lost job and am now looking again for a job	1	7.1	0	0	0	0	1	1.4
Not working or going to college for another reason such as illness, personal reason, etc.	0	0	0	0	1	3.6	1	1.5
Housewife not employed nor attending college	0	0	2	7.1	2	7.1	4	5.7
Total	14	100.0	28	100.0	28	100.0	70	100.0

College Achievement Since Leaving Harper

Took some college since leaving Harper	6	42.9	9	32.1	11	39.3	26	37.1
Have not taken any college since leaving Harper	8	57.1	19	67.9	17	60.7	44	62.9
Total	14	100.0	28	100.0	28	100.0	70	100.0

Work Location

Downtown Chicago	0	0	4	18.2	2.25	12.5	6.25	12.8
Another place in Chicago	1	11.1	1	4.5	1.25	6.9	3.25	6.6
Northwest suburbs	2	22.2	8	36.4	8	44.4	18	36.7
Another Chicago suburb	6	66.7	9	40.9	5.25	29.2	20.25	41.3
40-100 miles from Chicago	0	0	0	0	.25	1.4	.25	.5
Out-of-state (New York)	0	0	0	0	1	5.6	1	2.1
Total	9	100.0	22	100.0	18	100.0	49	100.0

How Harper Prepared Student for Working	Group I		Group II		Group III		Total	
	N	Average Rating*	N	Average Rating*	N	Average Rating*	N	Average Rating*
Learned to communicate better	9	1.11	22	1.14	18	1.00	49	1.08
Learned how to get along with people	9	1.00	22	1.14	18	.94	49	1.04
Learned specific job skills	9	.78	22	1.05	18	.39	49	.76
Learned specific job knowledge	9	.67	22	.95	18	.39	49	.69

*Average rating: 2=Harper helped student very much
1=Harper helped student some
0=Harper did not help student at all

How Well Harper Helped Students in Personal Skill Areas

Area of Help	Group I N	Group I Percent judging this item to be Important	Group I Average Rating*	Group II N	Group II Percent judging this item to be Important	Group II Average Rating*	Group III N	Group III Percent judging this item to be Important	Group III Average Rating*	Total N	Total Percent judging this item to be Important	Total Average Rating*
I became a better student	14	100.0	1.29	28	92.9	1.00	27	96.3	1.12	69	95.7	1.11
I felt more confident	14	100.0	1.14	29	96.6	1.39	27	88.9	1.13	70	94.3	1.24
I felt more comfortable around hearing people	14	92.9	1.00	28	92.9	1.42	28	89.3	1.08	70	91.4	1.20
I improved my reading skills	14	92.9	1.31	28	85.7	1.04	26	88.5	1.00	68	88.2	1.08
I was able to learn things for my own enjoyment	14	78.6	1.18	29	96.6	1.21	26	80.8	.90	69	87.0	1.10
I improved my social life	14	85.7	1.00	29	93.1	1.07	26	73.1	1.00	69	84.1	1.03
I learned skills for my job	14	85.7	.58	29	72.4	.90	25	68.0	.76	68	73.5	.78
I decided what job I wanted	14	78.6	.64	29	82.8	.92	26	46.2	1.08	69	68.1	.89
I was able to transfer to a four-year college	14	42.9	1.33	25	32.0	1.75	23	47.8	1.36	62	40.3	1.48
I got my G.E.D. high school diploma	14	14.3	0	23	4.3	0	23	13.0	1.33	60	10.0	.67
All items		77.1	1.03		76.9	1.15					74.5	1.09

*Average rating: 2=Harper helped student very much
1=Harper helped some
0=Harper did not help student at all

Relatedness of Major Field at Harper to
Present Job or Educational Situation

Major at Harper	Job	Work Done	College	Major	Degree	Relatedness of Major to Job and Education
General Studies			Gallaudet	Business Adm.	None	Related
General Studies			Hennepin	Dental Lab Technician	None	Related
General Studies	Spring Company	Production				Not related
Art			Rockford	Fine Arts	BFA	Directly related
Liberal Arts	Engineering aide	Clerical work for electrical department	Northern Illinois	Special Education	None	Related
Liberal Arts			National Technical Institute for the Deaf	Computer Accounting	None	Related
Liberal Arts	Accountant	Accounting and finance	Gallaudet	Business Adm.	B.S.	Related
Liberal Arts			McHenry	Undecided	None	Related
Liberal Arts			DuPage and Central Tech.	Didn't answer	None	Related
Liberal Arts	Electronic equipment	Sales	Northern Illinois	Journalism	B.A.	Related

Relatedness of Major Field at Harper to Present Job or Educational Situation (continued)

Major at Harper	Job	Work Done	College	Major	Degree	Relatedness of Major to Job and Education
Liberal Arts	Allstate Ins.	Keypunch operator				Not related
Liberal Arts	Data Processing	Computer operator				Not related
Liberal Arts	Dental lab technician	Wax ups on crowns and bridges and full denture repairs and relines, etc.	Triton	Dental Lab Technician	Associate	Not related
Liberal Arts	Shipping and receiving	Send out packages and inventory				Not related
Liberal Arts	Application program	Working knowledge of Cobol, JCL, Mark IV and TSO				Not related
Liberal Arts	Machine operator	Run a small machine				Not related
Liberal Arts	Department of Immigration and Naturalization	File Clerk				Not related
Liberal Arts	Work with mentally retarded	Supervision for clients	Triton	Therapeutic recreation	Associate	Not related
Liberal Arts	Post office	Keypunch				Not related
Liberal Arts	Wire Company	Shipping department				Not related
Liberal Arts	Hairdresser	Hairdressing				Not related

Relatedness of Major Field at Harper to Present Job or Educational Situation (continued)

Major at Harper	Job	Work Done	College	Major	Degree	Relatedness of Major to Job and Education
Liberal Arts	Mailroom	Work stamp machine and sort mail				Not related
Liberal Arts	Printer	Printing machine				Not related
Liberal Arts	Northrup	Reproduction specialist department				Not related
Liberal Arts	Programmer analyst	Programming				Not related
Liberal Arts	Curtis 1000 Inc.	Pressman for envelopes				Not related
Liberal Arts	Teacher's aide	Teach sign language (interpreter)				Not related
Liberal Arts	Respiratory Care, Inc.	Assembly line				Not related
Liberal Arts	Warehouseman	Shipping and receiving	Waubonsee	Electronics	None	Not related
Liberal Arts	Draftsman	Draw blueprints	Morrison Institute of Technology	Drafting	None	Not related
Liberal Arts						Never employed or enrolled
Liberal Arts						Never employed or enrolled
Liberal Arts						Never employed or enrolled

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Relatedness of Major Field at Harper to Present Job or Educational Situation (continued)

Major at Harper	Job	Work Done	College	Major	Degree	Relatedness of Major to Job and Education
Liberal Arts						Never employed or enrolled
Liberal Arts						Never employed or enrolled
Education	Missionary	Teach religion	Gallaudet	Liberal Arts	None	Directly related
Business	Employment counselor	Interview people for jobs	St. Leo's	Business	B.A.	Directly related
Business	Continental Bank	Accounting				Directly related
Business	Programmer	Programming				Related
Business			Illinois State	Industrial Technology	B.S.	Related
Business			Illinois State	Didn't answer	None	Related
Business	Printing company	Graphic design	National Technical Institute for the Deaf	Printing	None	Not related
Architecture						Never employed or enrolled
Engineering			Illinois Institute of Tech.	Mechanical Engineering	None	Directly related

Relatedness of Major Field at Harper to Present Job or Educational Situation (continued)

Major at Harper	Job	Work Done	College	Major	Degree	Relatedness of Major to Job or Education
Accounting Aide			Northern Illinois	Accounting	None	Directly related
Accounting Aide	Graphic specialist	Computer work	DuPage	Photographic arts	None	Not related
Accounting Aide						Never employed or enrolled
Accounting Aide						Never employed or enrolled
Banking, Finance and Credit						Never employed or enrolled
Marketing Mid-Management			Richard J. Daley	Business	None	Directly related
Material Management	Village of Skokie	Microfilm department				Not related
Supervisory and Administrative Management	Union carpet installer	Install carpeting				Not related
Food Service Management	Sausage company	Make sausage	Sausage making school	Didn't answer	Cert.	Related
Secretarial	Document analyst	Read, interpret and classify documents for use in litigation research				Related

Relatedness of Major Field at Harper to Present Job or Educational Situation (continued)

Major at Harper	Job	Work Done	College	Major	Degree	Relatedness of Major to Job or Education
Secretarial	Computer programmer	Write new programs and modifications				Not related
Medical Office Assistant	Nursing assistant	Nursing home patient care				Related
Dental Hygiene	Dental lab technician	Model work, wax ups, polish and finish crowns and bridges	Triton	Dental Lab Technician	Cert.	Related
Park and Grounds Management	Poppin Fresh Pies	Dishwasher				Not related
Park and Grounds Management	Wrapper	Work on wrapper machine				Not related
Park and Grounds Management	Wieboldt's	Warehouse person				Not related

Relatedness of Major Field at Harper to Present Job or Educational Situation (continued)

Summary

Job Level	N	PCT
Unskilled	3	6.1
Semi-skilled	12	24.5
Clerical	5	10.2
Skilled	9	18.4
Paraprofessional	16	32.6
Professional	4	8.2
Total	49	100.0

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Relatedness	Liberal Arts or General Studies Transfer Majors		Business or Engineering Transfer Majors		Major in Career Area		Total	
	N	PCT	N	PCT	N	PCT	N	PCT
Major at Harper directly related to present job or education	2	5.6	3	37.5	5	18.5	10	14.1
Major at Harper related to present job or education	8	22.2	3	37.5	7	25.9	18	25.3
Major at Harper not related to present job or education	21	58.3	1	12.5	11	40.8	33	46.5
Never employed or enrolled in another college	5	13.9	1	12.5	4	14.8	10	14.1
Total	36	100.0	8	100.0	27	100.0	71	100.0

Extent to Which Hearing Impaired Students at Harper Are DORS Clients

	Group I		Group II		Group III		Total	
	N	PCT	N	PCT	N	PCT	N	PCT
Are DORS clients	6	42.9	13	44.8	10	35.7	29	40.8
Are not DORS clients	8	57.1	16	55.2	18	64.3	42	59.2
Total	14	100.0	29	100.0	28	100.0	71	100.0

How Harper Can Improve the Assistance it Gives Hearing Impaired Students in Securing Jobs While They Are at Harper

Add more computer courses - up to date technique.

Know where openings for jobs are in area.

Provide interpreter for job interview.

Never asked for one so don't know the service.

Want a job near home, so I can use the bus service.

Find out what their skills are. Don't just sit and discuss it, see their abilities.

How Harper Can Improve its Interpreting Services

I don't think that all the interpreters are qualified, since they don't know how to use Ameslan.

Interpreters are robots! They are cold hearted which turns the student off. Need a special relationship and understanding in order to respect and learn from interpreters.

Need more good interpreters - 2

It is alright as is.

Accounting and typing should be added to the curriculum.

Expect interpreters to have signing skills. Also they should be cooperative and helpful to deaf students.

Socialize with hearing impaired students. Interpreters are too standoffish.

Not very good.

The trouble is that they can't help outside of the campus and we really need them after school.

Need more skilled interpreters.

Availability

Wasn't adequate.

Interpreters need more skills. There is one interpreter that should be removed so another person with better ideas could come in. This person has a lousy reputation.

How Harper Can Improve its Tutoring Services

It's alright, but it steals time.

Get better interpreters.

Include basic mathematics, basic business practice, key punch and vocabulary.

Tutoring service is great.

Get better tutoring students.

No problem.

Hard to understand them.

Not enough time with tutor, because of the bus service. Some tutors really don't know much about what they are tutoring.

John Tubergen was real good.

The tutors should know their subject and if one is good in mathematics, they should stay with it.

More specialized tutors.

Student was not informed a tutor was free, so thought he couldn't afford one.

Couldn't help student with mathematics.

How Harper Can Improve its Counseling Services

No problem - 2

Counseling services were good, not sure how to improve it.

Continue personal counseling for jobs. Maybe visit offices or Post Office to show the work areas.

I think caring is a big factor. Confidence needs to be built in many deaf and hard of hearing people. Charlene Dwyer was my counselor and helped me very much. She was understanding and patient.

Need to understand what our majors are and what fields of employment are available to us before we graduated.

The counselor should give students more outlook into the real world, so they can be ready for it, and treat them like everyone else.

Needed to take a sign language course and was advised not to.

One counselor was new and I'm afraid even after many years of experience this person will still be a poor counselor. As parents this person treated us rudely and would not even tell us how our son was doing, even though we were paying up to $500 per month for his living expenses.

Other Comments Hearing Impaired Students Have About Harper

Have more programs for the deaf on Saturday mornings.

Other Comments Hearing Impaired Students Have About Harper (continued)

Felt that the services at Harper were very good. Also was able to accomplish my goal which was to get my AA degree and to continue on to a four-year college.

Teach job skills for filing clerk, maybe "on the job" training for clerical work, architecture, photographers, copying machine, bakery, mathematics with the computers, nursing, drama and welding.

Hearing Impaired Program needs improving.

Advanced English and communication equipment needed.

All services were good, but suggest you set up a speech program for the hearing impaired students.

Services were very good.

Many of us would like to attend night classes, but we wouldn't bother going then, because of lack of skilled interpreters.

Was not involved in Hearing Impaired Program, because I felt left out when I was at Harper. I am hard of hearing and do not know enough sign language to get by with deaf people. I feel I wasn't encouraged to be involved, so they assumed that I lost interest, which I did. I think more encouragement would help a lot.

APPENDIX

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

March 15, 1981

Dear Former Student:

We need your help! We would like to improve the Hearing Impaired Program at Harper, and we want to know what you thought of your education.

Will you please take a few minutes and fill out this list of questions? Then put it in the enclosed envelope and drop it in a mailbox. You don't need a stamp.

We will appreciate your answering these questions. Thanks very much.

Sincerely,

Tom Thompson

Tom Thompson
Coordinator
Hearing Impaired Program

TT: hek

Enclosures

QUESTIONS FOR FORMER HEARING IMPAIRED
STUDENTS AT HARPER COLLEGE

Job Questions

If you work full time or part time, please answer these questions.

1. What is your job? _____

2. What work do you do? _____

_____

3. How did Harper prepare you for working? Check (✓) the right column.

	Harper helped me		Harper did not help
	Very Much	Some	None
I learned specific job skills.	_____	____	____
I learned specific job knowledge.	_____	____	____
I learned to communicate better.	_____	____	____
I learned how to get along with people.	_____	____	____

4. Where do you work?

___ A. Downtown Chicago

___ B. Another place in Chicago

___ C. Northwest Suburbs
(Barrington, Hoffman Estates, Schaumburg, Palatine, Rolling Meadows, Arlington Hts., Mt. Prospect, Prospect Heights, Wheeling, Buffalo Grove, Elk Grove Village)

___ D. Another Chicago Suburb

___ E. 40-100 miles from Chicago

___ F. In Illinois, but more than 100 miles from Chicago.

___ G. Not in Illinois.
Where? _____

School Questions

If you have continued school after Harper, please answer these questions.

1. Did you go to school after you left Harper? Check (✓) one answer only.

_____A. I have not gone to college since I left Harper.

_____ B. I have taken some classes at another college.

College name _____

What degree? _____

What major? _____

2. What do you do now? Check (✓) one answer.

_____ A. Work full time, no college.

_____ B. Work full time, college part time.

_____ C. Work full time, college full time.

_____ D. College full time, not working.

_____ E. College full time, work part time.

_____ F. College part time, work part time.

_____ G. College part time, not working.

_____ H. Work part time, not going to college.

_____ I. Not working or going to college, looking for a job.

_____ J. Not working or going to college for another reason, (for example - sickness, accident, personal reason, etc.).

_____ K. I am a housewife, not working or going to college.

_____ L. Worked after Harper, lost job or quit, looking again.

3. Are you a DORS (DVR) client?

_____ A. Yes

_____ B. No

4. How can we improve the services of the Hearing Impaired Program listed below?

Assistance in getting a job while at Harper: _____

_____

Interpreting: _____

_____

Tutoring: _____

_____

Couseling: _____

_____

Other: _____

_____

_____

_____

_____

General Evaluation Questions

We would like everyone to answer the final three questions.

1. How well did Harper help you?

	Harper helped me very much	Harper helped me a little bit	Harper did not help me at all	This was not important to me
I felt more confident.	_____	_____	_____	_____
I felt more comfortable around hearing people.	_____	_____	_____	_____
I decided what job I wanted.	_____	_____	_____	_____

	Harper helped me very much	Harper helped me a little bit	Harper did not help me at all	This was not important to me
I improved my reading skills.				
I learned skills for my job.				
I became a better student.				
I was able to transfer to a four-year college.				
I improved my social life.				
I got my G.E.D. high school diploma.				
I was able to learn things for my own enjoyment.				

THANKS FOR FILLING OUT THIS FORM. THIS INFORMATION WILL HELP US VERY MUCH!

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